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ABSTRACT

The educational systems in Asian countries must undergo considerable change if these countries are to deal successfully with the pressures of modernization and foster sustained national development. At the crux of this change must be a reassessment and renovation of teacher education. The first priority must be self-evaluation. Three areas require immediate attention: teaching methods, theory of education, and the role of both the teacher and the teacher's college in the educational process. Specifically, teacher education programs should be revised to include courses which would foster new professional skills, a broader knowledge base, new attitudes, a deeper commitment to education, and recognition of teaching as a human service activity. (LP)

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Education For National Development in Asia: Priorities in Teacher Education A Comparative Analysis

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INTRODUCTION

In all countries of the region, the pressures and compulsions for change are building up with unprecedented rapidity and power. The old epitaph "Here lies the man who tried to hustle the East" is due for replacement by, "Here lies the man who tried to slow down the East."

The noticeable characteristics of the Asian region are its size, its rich diversity and the complexity which has been etched out by many thousand years of history. No generalization will therefore hold without qualification. The education systems of the countries vary in their structure, their political and administrative framework, their size as well as in their stages of development. There is no single educational model known to contemporary history of education which cannot be found in one country or the other of Asia. To these known models a few more have been added which are uniquely Asian in inspiration.

In spite of this diversity, there is much in common in the problems that the countries face and even more in the nature of the forces and compulsions which underlie these problems. In education, these forces for change are reflected in a movement from the elitist education to mass education. The movement may be held up temporarily here and there but cannot be stopped. It is irreversible; and any policy that ignores it or fails to take account of its implications will be condemned to live from one crisis to another.

Speaking about size, here are a few statistics in aggregative terms which are suggestive of the magnitude of some of the problems. There are in the Asian region 4.3 million teachers. The countries would need about 3.2 million more teachers within the next ten years or so if they wish to provide to every child access to the first level of education. Even to maintain educational facilities at the existing none-too-adequate level,

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they require over two hundred and fifty thousand teachers additionally every year. Not all teachers in the existing teaching force are "qualified" in terms of the minimum qualifying standards set by the respective governments. The proportion of such persons varies greatly from one country to another but for the region as a whole, it would not be far off the mark to estimate one and a half million teachers in this category.

The developing countries of Asia have abundant human resources but they are short of other resources, particularly capital and technology. Quite obviously therefore strategies of development would need to rely heavily on the productive use of resources which are in good supply. This is particularly true for education. Technologies in education, even if they had proved themselves (which is by no means the case) are unlikely to replace the human resources in the foreseeable future, however seductive the promises of their proponents.

In light of the pressures for change and the magnitude of the problems involved, education and education of teachers is for the Asian countries a fundamental and vital matter.

While the pre-service preparation of prospective teachers has been a part of the education systems in Asia since their early beginnings, in-service education is of relatively recent origin. The increased emphasis that in-service education is now beginning to receive is to be found in conjunction with the accelerating pace of change in the schools and with the questionings about the school system and its purposes. More and more, in-service education is coming to be recognized as a critically important element in any strategy of education reform and renovation. To quote the Third Regional Conference of Education of Asian Member States which was convened by UNESCO at Singapore in 1971,

"As long as education is needed and knowledge about education and children continue to increase, the teacher has always something new to learn. Learning to teach is a life-long pursuit and a teacher's education is a continuing education: otherwise it is no more than certification."[1]

Education as Development

The link between education and national development is education as a sustaining and accelerating force in overall socio-economic development. In most Asian countries, the two development areas to which special importance is attached are rural development and productive skills-generation.

In the development strategies of the earlier decade the energies of developing countries were centred on extending the "modern sector" of the economy. As a result, the "modern sector" absorbed a disproportionate share of scarce capital and the potentialities of the rural traditional sector suffered neglect. In line with

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this general development strategy, educational development was also heavily skewed in favour of urban development. In the new development and educational policies, special attention is now being given to education's role in rural development and to the formation of skills relevant to the needs of rural sectors of the economy. Consequently in many countries of the region, educational institutions in the rural areas and teachers and teacher educators are actively involved in rural community development programmes. New teacher training institutions have been established in some countries, for training in areas of skills relevant to the rural sector. Many countries, such as Burma, Nepal, Philippines, Thailand, India, Afghanistan, Bangladesh, Republic of Maldives, Indonesia, and others have initiated such interlinked programmes.

The role of education in the generation of productive skills involves relationship between general and vocational education and the interlinking of general education and productive or socially useful work experiences. In almost all developing countries in Asia, educational policies reflect a profound concern about the "bookish" nature of the learning that takes place in the schools with the result that the process of learning is isolated from the context of action and work and the learners on leaving school find themselves ill-equipped with productive skills. In a growing number of countries in the region educational programmes have been evolved for work-oriented education in which productive work and general education are integrated and combined. This interlinking of education and productive work is not a substitute for vocational in the sense of preparing students for specific occupations. It is intended to provide exploratory experiences in the world of work and social living which give a foundation on which occupational training can be built and career choices made. This contributes to character training and to the acquisition of manual skills by upgrading manual work, seen as a part of the integral training of young people.

Productive work-based educational programmes can introduce profound changes in the relationship between education and development. They are also the most challenging to the existing established education systems in the developing countries. The Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (Colombo, July-August 1978) adopted a recommendation on the theme of work-based education and emphasized in particular the critical importance of teacher education, calling upon the Member States in the Asian region "to intensify their efforts to promote work-oriented education as an integral part of their school curricula and to give necessary attention to supporting reform measures, particularly as regards the pre- and in-service training of teachers in work-oriented education, and the suitable adjustment of examination system".[2]

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The competencies which work-oriented education calls for are different and more varied than those which subject teaching generally involves. The articulation of education and work has to permeate the teaching of all subjects. Since the content of such programmes is necessarily derived heavily from the local socio-economic environment, the teacher assumes a key role in curriculum development. Teacher preparation for education-work programmes calls for a wide range of skills and competencies including in particular the roles in mobilizing people's participation and community expertise.

I believe that the developing countries in Asia are now at the threshold of a new phase of development. They may approach it in different ways according to their national perceptions and at a different pace but the common direction is fairly well discernible. Many countries in Asia are re-thinking their education, in order to make it relevant to their problems. The phase of "demonstration effects" is over. It is now the stage of educational reform and more specifically education as development. The education of teachers including in-service education is therefore being reexamined in the light of concerns which are implied in questions such as, education for what purposes, for whom and of what kind.?

The concept which linked development narrowly to single-minded devotion to increasing the GNP is being superseded by the tide of events. Increasingly, national development policies are being conceived in terms of social action to promote distributive justice, to narrow inequalities, to deal with questions of deprivation and poverty, and to strengthen social and national cohesion. These are issues which can no longer be postponed.

Education for development goes beyond the earlier preoccupation with education's role in preparing skilled manpower. It becomes an integral part of social action, linked to life and human issues. It is as much concerned with children who are in school as with children who are out of school (and in Asia, even now, there are more children who are out of school than in school); it is responsible equally for those who are rejected by the school system (and in Asia 40 per of 7-9 year olds fail to reach even grads 5); it is not an artificially created world sufficient unto itself, insulating the privileged few from participating in or exercising social responsibility; it is an integral part of the world of work and of the condition of man.

The teacher has multiple roles in education for development. His preparation for these various roles involves a process of continuing learning, unfettered by distinctions between pre-service and inservice or between personal growth and professional growth.

There are few models tested by experience which

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can give us the answers. The starting point however has been provided by earlier experiences. It is not the pursuit of technical or pedagogical proficiency by itself, important though it is, that is likely to create the development milieu for education. The essential prior condition is the creation of social consciousness, a commitment, even a passionate sense of social responsibility, which gives relevance to the pursuit of technical proficiency.

In the developing countries of Asia, this new phase is underway. It is opening up more questions than answers: can we afford a prestige system built for its own sake, with more and more specialization and solving fewer and fewer problems? Are we preparing teachers for elite education even while mass education is irreversibly on us? For how long should we keep, or can afford to keep the prospective teacher segregated in a training institution away from the teaching-learning experiences in the classroom and in the community? What is the worth of training that prepares for a single role and for a single milieu when the tasks are multiple and the milieu diverse? Are we recycling adequately into our education programmes the insights and experiences which are creatively generated in the classroom in the working places, and in the community?

Questions such as these, and many others, are being explored in new indigenous and innovative experiences in many countries of the region: the preparation of teachers for rural areas in Iran; integrated rural development in Pakistan; training of teachers in the classrooms in Nepal; integration of work and learning in India, Sril Lanka, Burma; integration of technical and general education in Singapore; development of integrated learning systems in Indonesia; social action laboratories in the Philippines; adult education in Thailand and many others.

These initiatives are evidence of a new impulse at it spreads out in a broadening stream, we shall surely see education coming into its own, to revivify and to recreate. Jerome Brunner's dictum has particular aptness to the context of our developing countries, that "if the past decade has taught us anything, it is that educational reform confined only to the schools and not to the society at large is doomed to eventual triviality".[3]

The last three decades have witnessed in Asia progressively deepening national commitments to development planning as the means for realising national development goals. The perception of national development goals has become a crucial factor in determining national policies. Almost every country has completed a series of five or four year plans which have generated a wealth of experiences and insights, preparing the way for the initiation of new five/four year plans successively.

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In the first generation of development plans in the decade of 1950s the main emphasis was on increasing GNP growth rates and bringing about techno-economic changes through industrialization, urbanization and modernization. These development efforts, centred almost exclusively on GNP growth rates, did yield considerable gains but at the same time deep-seated imbalances revealed themselves. These underline the lesson of experience that GNP growth alone cannot offer solutions to the problems which the developing countries are facing.

In this development strategy, the link of education with development was seen in terms of education as a source of providing the economy with skilled workers and high level manpower, and as a means of making the general mass of people politically and socially conscious. The resultant educational strategy led to a spectacular expansion of school enrolments. This expansion however took place within the existing structures (more and more of the same). The corresponding teacher education was in the main designed as a source for the supply of trained teachers possessing the usual technical skills. The systems which were being expanded were the handovers of a previous era in which the context was stability and stagnation rather than growth and development. Although considerable progress, particularly in quantitative terms, was achieved during this period of first generation planning, educational growth failed to meet the equity expectations of national societies and showed up a variety of imbalances, notably in the output of the education system and its productive use in the national economy.

The new development policies in the countries reflect profound changes in the perception of the development process. Their focus is much wider and goes beyond exclusive concentration on economic production. They are more consciously directed to social equity, to the problems of poverty and deprivation and to enhancing the quality of life of the people in a way which must take into account simultaneously economic, social, cultural and political dimensions of the development process. The aim of indigenous and self-reliant growth is an essential part of the development strategies of the countries. The Fourth Regional Conference of Ministers of Education and those responsible for economic planning in Asia and Oceania (convened at the invitation of Unesco at Colombo in July-August 1978) referred to these new development strategies and pointed out the emphasis in them on "the principles of social equity and distributive justice which must complement strategies. In the interrelationship of development and education, education, far from being a peripheral sector, is seen as one of the core elements of the development process."[4]

In the context of these new policies of overall national development, the countries in the Asian region

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have in recent year undertaken important initiatives to review and reform their education systems. Indeed there is hardly a comparable period in the past when the governments of the Asian countries have engaged themselves so extensively and deeply in reorganizing their educational endeavours and redefining the educational goals.

For example[5] The Government of Afghanistan has adopted a new educational policy which has clear directions for educational support to disadvantaged populations. Following on the Presidential Education Commission (1972) in Bangladesh, guidelines were formulated for a significant range of reforms directly associated with social and economic development, especially of populations below the poverty live. The National Education Commission of India generated a new Education Policy, which has itself undergone further changes in the last few years towards a more sustained and immediate impact on economically and socially deprived populations. These policies have manifested themselvws in two programmes for mass education-the National Programme for Universalization of Elementary Education, and the National Programme for Adult Education. In Indonesia's, Second Five Year Development Plan (1974-1979), again major policy measures have been incorporated closely linking education with socio-economic and cultural development. A re-appraisal of the educational system was made by the Socialist Programme Party in Burma, in the context of socio-economic frowth and, in 1974, new educational policies were formulated, including universalization of primary education, enhancement of technical vocational education, and reforms in tertiary education towards greater functionality in respect of the development effort. A ministerial investigation of educational policies and objectives is being carried out by a Cabinet Committee in Malaysia, to provide further guidance for the convergence of educational and development efforts. Republic of Korea's Fourth Five Year Development Plan (1977-1981) incorporated basic policy directives in education in line with Korea's urgent socio-economic and cultural needs and predicted growth. The National Educational Systems Plan of Nepal developed by the National by the National Education Committee with specific reference to educationally underserved populations, is now being implemented, carrying systematic education to a vast number of first generation learners. Developing further the Education Policy of 1972, the Government, of Pakistan has produced a further movement in National educational reform with a new Policy in 1978 with emphasis on both reaching disadvantaged populations and incorporating Islam as an integrating philosophy in all development efforts. The Government of Papua New Guinea launched the Independence National Development Strategy in which education actions are integrally linked, including the enhancement of literacy and education and aimed at the improvement of the quality of life. In the Philippines, following the report of the Residential

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Commission to Survey Philippines Education, the Education Development Decree was promulgated in 1972, which itself has generated an extensive series of educational reforms across the entire education system focussing upon social, cultural and economic developments. Sri Lanka produced a series of farreaching reforms in 1972 to enhance the relevance of education to the socio-economic and cultural needs of the country. Following on the recommendations of the Education Reform Committee, Thailand has introduced the 1977 National Education Scheme in which the educationally underserved become the major target for educational activities. Major reforms directly related to socio-economic development efforts have been carried out in the People's Republic of China, the Democratic People's Repubic of Korea, the Socialist Republic of Viet Nam and the Lao People's Democratic Republic.

The linking of education to national development calls for extensive, and at times fundamental, changes in the education systems and in Teacher Education. The emerging directions of teacher education in this region should be seen in this transforming context of educational change. Teacher education is by far the most crucially important instrument for realising the purposes of development education. It has however to assume new roles both in the mediation of learning and in the mediation of development. These roles imply development of new professional skills (e.g. in teaching-learning programmes for deprived and disadvantaged population groups); development of a broader knowledge base (e.g. in teaching-learning programmes related to new areas such as population, environment, agro-technical etc.); and development of new attitudes and values (e.g. those called for in participation in community development).

• Change in Teacher Education

Change, in general, comes about in two ways: first, as the inevitable consequence of a conspiracy of events, such as those changes which take place with-in a subsystem because of changes in the larger system. Such a change does not take initiative; it is externally imposed; the system, disturbed by change seeks the earliest possible opportunity to regain an equilibrium which rests on the closest approximation to its original and traditional status.

There are many examples of this kind of change in teacher education. In the aftermath of the last war, when, in the developing countries, the level of individual aspiration rose with the promise of equality of educational opportunity, enrollments in schools took a sharp upward turn as a result of unprecedented demand. In their turn, teacher training institutions were forced to produce more teachers than their capacity permitted. The methods used to meet the need to change were entirely adaptive, without any application of crea-

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tive insight as to the purpose and content of training. Thus the more teachers there were who had to be trained, the shorter became the period of training. Insofar as content was concerned, academic preparation was reduced to a minimum requiring competence at an academic level of only one school grade beyond that of those to be taught. The proportion of time spent on theory in relation to practice was made suitably adjustable according to the dictates of the consumers of the products-in most cases, the consumers were the government ministries of education. Theory increased, while practice diminished in proportion to distance from the center of training. Thus, distance learning through correspondence courses (as in Indonesia) required no supervised practice at all; in Malaysia and Singapore, theory was reduced drastically in order to put trainees in the classrooms as early as possible.

In more recent years, attempts have been made to change the approach to the demand for enhanced teacher supply through the use of satellites in training (as in India) or the use of multimedia training packages combined with distance learning (as in Iran). These changes may lead to little perceived differences between teachers trained under these methods and those trained through crash programs. A cost benefit analysis may even prove that traditional crash programs are cheaper.

Adaptive change without creative response is inadequate. Yet this continues to characterize teacher education. Two more contemporary examples can be given. The first is that which is associated with the extended role of the teacher, the second with the knowledge explosion.

Musgrove and Taylor in their book[6] have given numerous references to evidence provided by various scholars in England that the role of the teacher today is "necessarily diffuse ... that teachers must put themselves into their work at a time when other professional roles are becoming 'affectively neutral'; that the demands made upon them become more diverse as they take over more of the duties of parents; and yet, the requirements of the job, and particularly the criteria of success are often ambiguous, conflicting, lacking in definition in that different people affected by and concerned with the teacher's work may make different and conflicting demands upon him..... that the extension of the job to duties other than classroom teaching, to clerical work and school meals supervision, constituted a major source of grievance."

Though these findings are the results of studies made within a British context, the representation of the teacher's role as diffuse may well apply to all countries. Even in developing ones the teaching ranks

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generally suffer such acute manpower shortage, through the expansion of the educational system out of all proportion to resources, that a teacher has sometimes to assume such diverse roles as that of community leader, muse and even doctor. The only differences between countries may lie in the degree to which the teacher is under restraint from the dictates of others.

Add to these roles the new demands in terms of attitudes to be taught apropos consumerism, drug use multiculturalism, ethical values and yet more besides.

But to what extent are these increasing roles and tasks to be accepted as legitimate? Are there priorities in need and emphasis? Does the capacity exist to accept? Are there alternative modes for the fulfillment of society's expectations so freely deemed the teacher's responsibility? Should society and its other institutions-the religious, the family etc. - be absolved from all responsibility?

These questions imply the need to ask how the pre-service years of teacher education should take note of these demands. Should the limits to the purpose of teacher education be defined for teacher training institutions entirely by external pressures, or should training colleges and departments assert a more dynamic role in the assessment and definition of task and purpose, of role and function?

Personally, I do not think that as a group we have sufficiently thought through this problem. We have tried to respond through the training of specialists-counsellors, psychologists, social workers, parents surrogate, and parapersonnel-in addition to the subject specialists already in the field. There may be danger in the fact that the more we multiply specialists, the more difficult it may become for children to relate to adults in a meaningful way. The relationship, whether with the counsellor, the psychologist, the social worker or any other specialist, would normally be appointment-based. However good may be the rapport that is established, the warmth of a sustained relationship similar to that within the normal setting of study, work or play would be difficult to maintain.

One more example of adaptive rather than creative change may be seen in the approach to career-long teacher education. The knowledge explosion and the constantly changing environment have raised the issue of rapid obsolescence. It is well understood by all that a once-for-all training will no longer serve. The logical notion is that the span of a career should be punctuated by periods of study-a return to center, as it were, to renew and update knowledge and practice. While this need is recognized,

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ther has as yet been no attempt to define what might constitute a basic, irreducible minimum of a first training and what would comprise the units of the sequence. For example, the skill of learning to learn must certainly be demonstrated and taught from the start; also new knowledge components (both academic and professional) would need to be incorporated in successive units. If pre-service training were no longer to be regarded as terminal, would the longer pre-service courses be necessary?

In each case of the examples of adaptive change above, the following elements appear as common:

a) the change is a mere happening among happenings,
b) the basic reasons for change have not been analyzed, and
c) the purpose of change is not well defined.

Predictably, in the first case, the application of technology to teacher production could lead to more efficient multiplication of the less than efficient end-products of a traditional system. In the second, the diffuse roles of teachers could lead to diffuse perceptions on the part of pupils. In the third case, what is likely to result is the continuance of the traditional in-service courses disguised in new terminology.

Huberman[7] has suggested that "the educational system is too often prone to change in appearance as a substitute for change in substance."

So far I have discussed only one type of change The second is best explained by borrowing a statement taken from the report[8] of a conference for the implementation of educational innovations:

"Innovation is ... the creative selection, organization and utilization of human and material resources in new and unique ways which will result in the attainment of a higher level of achievement for the defined goals and objectives."

Here, change described as innovation is characterized by autonomy (able to exercise creative selection), purposefulness (able to organize), application (able to utilize human and material resources in new and unique ways) and a measurable end-product.

This kind of change is more desirable than the first in that it is more deliberate. Goals and objectives are a sine qua non and an aim is set giving direction to the activity. To quote Huberman[9] again:

Innovation as a purposeful process brings us into the realm of social-technology, the devising of the most effective combination of means to bring about specific ends. This is reflected in the preoccupation of international seminars with the "mana-

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rement of education" and 'strategies of change' on the premise that change in education 'can no longer be left to casual initiatives by separate groups and persons'."

With respect to innovative change Huberman does not belabor the point of "newness and uniqueness." It is seldom that change in education possesses this quality. Tenacity of purpose with a holding power in the direction of choice until it has been accepted and adopted would be the evidence of successful change.

The consideration of definitive direction and purpose leads to the need to examine process which makes innovation "take". Here one sees three important elements relating to one another and to the environment. Weakness or failure in any of the relationships may bring about failure in achieving the objectives of change. Broadly speaking, agents at all levels of change should understand clearly the import and content of the change Take, for example, the statements made of the competency-based accountability movement in the U.S.[10]

"... very few of those who espouse it or who are preparing to enter into it are well enough aware of its complexity and demands. Like most educational notions this one has not been fully conceptualised and simulated ...", and at conclusion, "the variety of feelings expressed here are indicative of the difficulty of arriving at a consensus. The fact that we can't agree on direction should make the future of teacher education most interesting."

The content of change should be coherent. This includes a specification of the desired level of achievement, a clear indication of the likely benefits of change and how these benefits would be distributed.

The more coherent the content, the more satisfied would be the agents and the better could become the planning and management techniques to monitor change. With respect to this, planners and initiators should give due regard to types of agents who will serve as implementers-some are imitators, others despair from the start, yet others possess creative initiative. In the Asian countries, the following factors have been found essential as part of strategy to ensure that implementation occurs according to plan:[11]

a) maintenance of clear communication lines between innovating agents and implementers,
b) specific steps to ensure that the objectives of change are evident to and perceived to be worthwhile by all,
c) a degree of flexibility for the more committed plementers,
d) close attention to the needs and successes of implementers, and
e) availability of the implementer of feedback on the progress of change.

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Interaction between the three elements, each with the environment produces process. But this is not enough. A worth while change also has built-in concern for the clients it serves. In the excitement of planning for change, it is not unusual to find the innovator falling in love with his own designs and forgetting about his clients.

While it has been advocated that change should be evaluated against its goals and objectives, it is not always possible to so evaluate change in all its aspects. Even change which does not take, may produce highly desirable, yet anticipated derivatives. Thus monitoring the process of change is important as a device to prevent any part of phase of development to escape unnoticed.

During the tide of expansion, teacher preparation has received a low priority. Gunnar Myrdal in his book views the training programs for teachers in the developing countries with suspicion as they produce only half-trained or ill-trained teacher:

The classification of teachers as 'trained' moreover, has to be viewed with the greatest suspicion. Most of them, particularly in the poorer countries, are not well trained in any sense of the word.[12]

Further, the quality of teacher education or teacher preparation depends on high quality research in education which is conspicuously wanting. A lot of emphasis has been laid on in-service education of teachers for science. But it is a lop-sided approach and obviously there can be no good teaching of science unless there is equally good teaching in other subjects. School, like education, is an integral whole and to think that one be innovated while the other part is out-dated, is an erroneous presumption. Moreover, programs of in-service education lack the support of sound pedagogy and are more content-oriented.

Teacher education programs are not only uncoordinated but unrelated to real school situations. There is a demand in the U.S.A. that control of teacher education should go to the school system. The teachers and their organizations in India are also beginning to feel this way. It is high time that teacher education realized thier responsibilities before it is too late.

One of the functions of education is to bring about change but unfortunately society moves at a quicker pace and education lags behind. The fate of teacher education is still worse. It works and feeds itself on out-of-date theories and practices or often adopts foreign which are completely irrelevant to the needs of the community.

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The Teacher's Role

The improvement of instruction is largely dependent upon the teacher. In obtaining financial support, in recruiting teachers, in building schoolhouses, and in establishing access and other enrollment policies, the state and district administrators exert a major influence. These are matters that can be directed at a distance from where learning takes place. But in the improvement of learning, the classroom teacher, the students, the school building principal, and the parents are the major actors. An effective educational program requires that these essential actors: (1) understand the purposes of the program and the part they must play: (2) believe that the program offers a constructive way for them to utilize their talents; (3) can devise procedures, when necessary, to perform their roles successfully: (4) perform their roles and receive information regarding their effectiveness in these roles. Put more simply, for the teachers to be effective they must understand what they are doing, must believe in the importance of what they are doing, must do the work well, and receive information to know how well they are doing so that they can try to do better when necessary. The same requirements hold for the principal, the student, and the parents. All of them are involved in the improvement of learning.

With these conditions in mind, let us review the situation in today's classrooms. Many school systems have been so occupied with providing teachers and buildings that little or no attention has been given to the improvement of instruction. In most of those cases, the teachers follow the practices that they learned when they were students, practices that helped some students to learn but did not help others. Generally, the students who were helped to learn by the teaching of the past are those who came from homes where the parents had been educated or where the parents greatly respected schooling and instilled strong motivation for school learning in their children. In many of these homes there were books and other materials that students could use and the children were required, or at least encouraged, to study at home. Students who were not learning what the schools were teaching generally came from homes lacking these supporting conditions. To reach them requires something more or different from the practices of the past. Schools of the past did not give major emphasis to the development of thinking, problem-solving and creativity in adapting to new conditions. Hence, when teachers of today follow the practices of the teachers they observed in their own schooling they have no model to guide them in seeking to attain the new educational objectives. They now have a different role which requires more of their own un-

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derstanding, ingenuity and creativity. This places a heavy responsibility upon teacher education.

An obvious early response to the demand for helping students attain new and more complex objectives was the development of new courses by central agencies or committees of scholars. In the United Sates during the last twenty-five years the most extensive effort to improve instruction has been in the production of new courses. In most cases, the new courses have provided illustrations of more authentic content and more complex objectives than were previously available. These have been helpful to educational leaders in the various school subjects. However, one problem that was not clearly recognized when these projects were undertaken was the important part that teachers play in the actual operation of the curriculum in the classroom. Curriculum materials are not effective unless used by teachers who understand their purpose, believe in the purpose, understand how they are to use the materials, and feel confident they can use them effectively.

John 1. Goodlad,[13] of the University of California at los Angeles, and his colleagues observed a sample of classrooms that were avowedly using some of the new science courses. They found that about two-thirds of the classrooms were using the new science materials in the same way they had used the former science textbooks-pages were assigned and students recited what the books said. Thus, in spite of the fact that the new courses were designed to stimulate and guide student inquiry in science, in the classrooms a majority of teachers were using the materials to foster student memorization. This is another illustration of what has been learned in many parts of the world. The development of new curricula that will actually be effective in operation takes more time and resources than the selection and formulation of content, because those who teach the curriculum must understand it. Curriculum reform involves appropriate and systematic participation and education of those who are teaching it.

The Initial Preparation of Teachers

One of the reasons for the seeming inflexibility of professionals to change their methods of work with changing conditions is the view of many that their profession is the carrying on of traditional practices rather than the accomplishment of a social mission.

This is true with many teachers as well as with professionals in other fields. Some teachers think that teaching is presenting subject matter or overseeing the practice of skills, rather than viewing their profession as helping students acquire ways of thinking, feeling, and acting that serve as resour-

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ces for carrying on their occupations, for meeting their responsibilities as citizens and family members, and givin meaning and satisfaction to their lives. The parable of the two construction workers-one who said he was laying bricks and the other who said he was building a cathedral-carries the essential message of initial professional education. The teacher needs to understand the high mission of teaching -the profession primarily concerned with helping persons to become civilized, more human and humane, rather than to live out their existence imprisoned within a narrow view of human beings, including themselves, as little more than beasts. This is the great mission accomplished largely through helping students learn to draw upon the resources of communication, of quantitative thinking, of history, literature, science, social studies, art, music and other fields of human endeavor. The rewards of teaching are many, but a chief one is the joy of seeing one's students gain new understanding of themselves and their potential, new vistas of the world and mankind, new skills with which to achieve their purposes, new ways dor disciplining and enhancing their emotional lives. The joy of Eliza in My Fair Lady, when she learned to speak standard English, was sung by her: " I could have danced all night." Many times we as teachers have seen the positive reactions of our students as they have learned something significant to them. Later we have felt greatly rewarded as our students have used what they have learned to serve both society and their own development. For a prospective teacher to fail to appreciate the great mission of the occupation is to lose the sense of dedication-teaching becomes just a mundane job.

Furthermore, when teaching is seen only as a job, it is likely to be defined by its present practices making improvement of instruction difficult. When it is defined clearly as a mission, the teachers can be guided by the objectives of the mission and thus be sensitive to difficulties encountered in achieving these objectives. Often, too, as they sense a particular difficulty they are stimulated to invent a means of overcoming it rather than seeing the difficulty as something wrong with the students because they don't respond to the traditional procedure.

In the initial preparation of teachers, a second major purpose is to help them understand procedures as means of accomplishing the mission, means that often require modification to adapt them to the needs of particular students, and changing as new educational objectives are chosen by schools. The purpose is to help the teacher to understand quite clearly what the curriculum and instructional program is in the schools in which he will be working

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and his role in implementation and also to appreciate the fact that the program will change as problems are encountered or new objectives sought, so that he will expect to be developing new practices as situations change.

A third emphasis in the initial preparation of teachers is suggested by the recent studies of successful efforts to reach students who have not been learning what the school seeks to teach. The successful programs were those in which the students easily sensed that their teachers had high aspirations for them and really cared about them as individuals. The unsuccessful programs were commonly those in which the teachers had low aspirations for their students achievements; where they believed the students couldn't be expected to learn much, where they depended on programmed materials or other technical aids without giving the students personal encouragement or appearing to care whether students learned or not.

The learning experiences for prospective teachers that are likely to help them care for all kinds of students, and to expect high achievement from all, will include both classroom and seminar work devoted to reviewing and discussing recent experiences and experiments indicating that all children can learn what schools seek to teach, and direct experiences with children and youth devised to help prospective teachers appreciate human personality and to learn to care about the achievement and development of students. These experiences, too should be designed to enable prospective teachers to learn about the many activities and ideas that stimulate and motivate students and furnish satisfactions and rewards. Opportunities should be furnished for prospective teachers to explore their own efforts to stimulate and guide students in a few significant kinds of learning activities. In these on-campus and off-campus experiences, prospective teachers can gain a clearer understanding of the essential conditions for effective learning and begin to internalize the principles of learning in their own repertoire of behavior.

A fourth emphasis in the initial preparation of teachers who can improve instruction is on identifying problems in the teaching-learning situation and program that are not wholly effective and seeking to make improvements devising and trying out possible solutions to the problems identified. This is an important activity in focusing attention on those parts of the instructional program that are not wholly effective and seeking to make improvements where they are most needed. This kind of problem-solving is similar to the activity of the auto mechanic in "troubleshooting."[14]

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The metaphor, "troubleshooting," is used to suggest that the prospective teacher can learn to check each of the essential conditions for learning to see what is missing or failing to function adequately when students are not learning, just as the auto mechanic, the "troubleshooter," checks over the fuel system and the ignition system of the automobile in seeking to find out what is missing or failing to function when the automobile does not run. The commonly accepted view of conscious human learning is that of learners carrying on a pattern of behavior, some way of thinking, feeling, or acting, that is perceived as new and attractive. The learners find the behavior satisfactory and continue practicing it until it becomes part of a repertoire of behavior. Then we say they learned it.

This brief description indicates some of the essential conditions for conscious human learning. The learners' motivation stimulates them to try to carry on the new behavior. They have a sufficiently clear idea of what they are to learn to guide their efforts to carry on the behavior. The learning activity is appropriate, that is, it is not so simple that it requires no effort nor so difficult that they are unable to carry on the behavior. A student who perceives a proposed learning activity as so difficult that he or she will be unable to do it will avoid making a serious effort in order not to be humiliated by failure. A student who views a proposed learning activity as so easy that it has no challenge is not likely to get satisfaction from carrying it on.

As the learners carries on the learning activity successfully they need to obtain satisfaction so as to provide stimulation for continued practice. If their initial efforts are unsuccessful they need to receive helpful information, feedback, about the inadequacy of their efforts and get encouragement to try again the same or another appropriate learning activity.

In order for the new behavior pattern to become internalized, the learners need to carry on sequential practice until it becomes part of their repertoire of behavior. Sequential practice means that each subsequent practice has new aspects that go beyond the learning reiteration of their previous learning activities, it quickly becomes boring, they no longer give it attention, and it does not help to internalize the behavior.

Finally, behavior patterns learned in school are to be used wherever they are appropriate, in out-of-school situations as well as those within. To ensure this transfer of learning, practice of the behavior in various situations within and without the classroom is necessary.

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This list of some of the essential conditions for school learning can be understood by the prospective teacher and, when students are having difficulty in learning, the situation can be analyzed by checking on each condition. Are some students lacking motivation to learn what the teacher is trying to teach? Do all the students have a clear idea of what they are expected to learn? Do some students perceive the learning activities as too hard for them, so they will not attempt them? Do some students perceive the learning activities as too easy? Are students who are carrying on the learning activities successfully finding satisfaction in their efforts? Are students who are not carrying on the learning activities successfully getting information (feedback) about the inadequacy of their efforts and suggestions for improvement and are they encouraged to try either the same activity again or another that seems better suited to them?

Are all students carrying on adequate sequential practice?

Are all students learning to use, outside of school, what they are learning in school?

As the prospective teachers begin to think of the teaching-learning situations in this way they are better able to identify points where improvement of instruction is needed and will increasingly be able to make changes that are likely to produce a situation more conducive to effective learning-if programs for the initial preparation of teachers strongly emphasize these.

The potential contribution teachers can make to the improvement of instruction cannot be fully realized in their early work in the classroom. First of all, time is not available in the preservice program of teachers education for them to acquire all of the intellectual and emotional resources that could be halpful in carrying on their work. The previous discussion has given emphasis to a few major inner resources that a beginning teacher can acquire that furnish a sound basis for his or her initial classroom work and a good foundation for continued professional development, but it is only a small part of the teacher's ultimate potential. The second problem is the likelihood of continuing change in the society, in the profession of teaching, and in the body of relevant knowledge on which the teacher could draw. Even if there were time in preservice education for the prospective teachers to acquire all the tools they presently need, there would be a need for new skills and capabilities in the future.

In consideration of these two problems, preservice teacher education must be conceived as a substantial beginning of a life-long program of professional education. The concepts, principles, and practices of teaching are matters for continued inquiry and

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development throughout one's carees. As time goes on teachers should be able to elaborate their inner resources more deeply and more comprehensively. Their professional work should stimulate reflection and study of their experience both to improve practice and to understand more fully relevant theory. The most effective way of stimulating the teacher to engage in continued professional development of this sort is to focus inservice education programs on helping to identify critical educational problems in his or her own school and to attack them constructively.

This recommendation is made because most teachers want to solve problems when they find them in their own situations. Furthermore, the solution of some of the critical problems encountered in a school require the acquisition of new attitudes, knowledge, and skills on the part of persons involved. To acquire them, some of inservice education is necessary. It has also been found that to learn just a few of these things requires a good deal of time, effort, and guidance. Hence, an effective and efficient program must first determine what those involved want to learn and then provide them with the necessary opportunities for learning. From this point of view, a school planning to attack its serious educational problems must at the same time plan for continuing education programs that will furnish opportunities for teachers to acquire what they need in order to deal with these problems. In other words, inservice education programs will generally need to be evolved from the needs of the schools in which the teachers work rather than being developed apart from these schools.

CONCLUSION

This paper has stressed the importance of instruction as the central responsibility of the teachers. It has also maintained that teaching is essentially a human service activity in which the concern for students, high aspirations for students, and clear conception of the learning process are the chief characteristics to be developed in the initial preparation.

Furthermore, the teachers should view their education as a life-long activity in which their own situation will be a real laboratory for their development as they work with others, identify critical educational problems in their schools, and seek to solve them. This is an effective way to improve instruction.

Finally, let me pass on the change priorities in teacher education. I do not think that we are too clear about what should go into a teacher education course. The fact that we do not and cannot speak with one voice about selection procedures, about the prerequisites of academic preparation, about what might constitute the content of training in the

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first of a continuing education series, about what is implied in methodologies, about the tasks which teachers might be expected reasonably to accept, and so on marks us out as those who are not fully professionals. Emphases may differ according to varying needs, out there must be a distinctive core of content which will establish the hallmark of our products. Right now, it would seem as though, given a long enough period for an untrained teacher to flounder and to find his depth in the school situation, he will end up with the necessary skills through selflearning, though at the beginning he may seem to be less capable than the trained teacher. If profession were a matter of life and death then teacher educators would be ready to examine their practice and if the evidence showed that in the long run, what they spent years to teach, could be learnt without teaching, they would be ready to phase themselves out of their present concern with education.

Our first priority must therefore be self-evaluation. With this as a baseline we would need to be definitive and plan for improvement. Three areas require immediate attention: teaching methods, theory of education, and roles - the teacher's and those of the teacher's college.

What of the roles of the teacher's college or of the education department in the university? We may examine whether the training of teachers and the conduct of educational research should be our only role. Where do we stand among the forces which control the direction of education? What relationships should now be forged with other institutions? What leadership can we give in non-formal education? These and many other related questions need to be answered.

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